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ABSTRACT

The three lessons included in this packet are from a unit on Japanese and United States trade in the 1960s which is offered by the Cincinnati Public Schools for 11th and 12th graders. The first involves individual students completing an attitude survey which focuses on Japan, class discussion, presentation of a teacher-prepared lecture based on the paper "The Sons of Heaven Confront the Barbarians," and a student compilation of key economic and cultural aspects of the two countries. The second lesson employs a handout of quotations from persons involved in Japanese-United States trade negotiations between 1797 and 1860. Students are to identify cultural values held by the writers, generalize these into "Japanese values" and "United States values," and then discuss how values shape governments' economic policies. The third lesson involves the viewing of a 16mm film "Japan--An Overview" available from the Japan Consulate. Following the film, discussions of cultural values are directed toward their impact on Japanese-United States trade. (BZ)

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Japanese-American Trade

1797 To The Present

Suggested Lessons

Submitted by:

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Workshop for Teaching About Japan
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Indiana University

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Introduction: The three lessons included in this packet are for a unit on Japanese and American trade in the 1980's. They are for the American Problems (Sociology and Economics) course offered by Cincinnati Public School for 11th and 12th graders. The activities would serve as an introduction to the issues involved in our current trade problems.

Lesson #1

Objective: Students will be able to identify key aspects of Japanese cultural and economic life in 1853.

Students will be able to compare and contrast Japanese and American life in 1853.

Motivation: Students will complete an attitude survey with statements about Japan's culture, economy and place in the world economic community.

Strategies: Students will complete the attitude survey individually. Through a show of hands for each item, the teacher and students will get an idea of the range of opinions in the class. Discussion should get at why students hold those opinions and challenge students who show many "Don't Know" responses.

The teacher will then present a lecture based on the paper "The Sons Of Heaven Confront The Barbarians." At the conclusion of the lecture, the class will compile a list of key aspects of Japanese cultural and economic life in 1853. They will construct a list of key aspects of American cultural and economic life for the same period.

Materials: For teacher: paper "The Sons Of Heaven"
For students: attitude survey, class notes

Evaluation: For homework the students will identify two economic and cultural aspects the Japanese and Americans had in common and two which were different.

DATE _____ BELL _____

I learn about current world news events from (check all that apply):

___ daily newspaper
___ radio
___ weekly news magazines
___ television
___ discussion in class
___ my parents

After each statement, check the category that is closest to your feelings:

	Agree	Disagree	Don't Know
1. A country's strength in the world community is based on its economic strength.	____	____	____
2. The economic events in Japan do not affect the U. S. economy.	____	____	____
3. Japan has been a civilized country with government and a written history for over 1,200 years.	____	____	____
4. The Japanese have a free market, capitalist economy like the U. S.	____	____	____
5. The Japanese economy is the 3rd largest in the world, measured by G. N. P.	____	____	____
6. The Japanese are just copycats, they have not invented any new products or manufacturing processes.	____	____	____
7. A country should protect its manufacturers from foreign competition by using import quotas and tariffs.	____	____	____
8. Japan is a country which must import the majority of its food and energy resources.	____	____	____
9. Export and import trade with Japan will make the U.S. and Cinti. economy stronger.	____	____	____
10. Today the Japanese are just like us, "Westernized."	____	____	____
11. Japan is highly industrialized and modernized in many ways, but the average Japanese home is still lacking in what we might call "modern conveniences."	____	____	____

Lesson #2

Objectives: Students will examine contemporary records of persons involved in Japanese-American trade negotiations and trade between 1797 and 1860.

Students will be able to identify Japanese and American cultural values held by the writers.

Motivation: Students will have been collecting newspaper articles about current Japanese-American trade issues. They will have had an assignment to identify one question about Japanese values evident in the article that puzzles them.

Strategies: The teacher will begin class with a review of students' homework, concentrating discussion on the values cited most often by the students. The class will then examine selected quotes from the paper "Sons Of Heaven." Small discussion groups will identify the cultural values held by the writers. Together the class will compile a list of Japanese and American values and compare them with contemporary values from the newspapaer articles. Discussion will conclude with a look at how values shape governments'economic policy.

Materials: Student Handout of selected quotes from "Sons Of Heaven"

Evaluation: Students will be able to compile a list of Japanese and American values which affected their trade relations in the 1800's.

The Sons Of Heaven

Confront The Barbarians

Japanese - American Trade 1797 - 1860

Selected Quotes From Contemporary Writers

SET # 1

"Japanese differ from and are superior to the peoples of China, India . . . . and all other countries of the world" because Japan is 'the homeland of the gods.' "

Hirata Atsutane (1776-1843)

"Our hearts beat for an oppressed world. Our object is the greatest good of all men. We believe that our Government is best calculated to make men happy, . . . What hinders, we ask, a Government like this from extending over the world and making it politically happy?"

The New York Times 1850

SET #2

"When those barbarians plan to subdue a country not their own, they start by opening commerce and watch for signs of weakness. If an opportunity is presented, they will preach their alien religion to captivate the people's heart." Aizawa Seishisai "Shinron" 1825

"Captain Derby, Mr. West and myself carried several articles of merchandise on our own account. This has always been allowed to Dutch captains, but the sale of these articles must be made by the Japanese government." (The articles were taken to a warehouse for display, examination and sale. They had brought tumblers and wineglasses among their goods. "No one in this country (U.S.) . . can have an idea of the trouble we had in delivering (the merchandise), which would not have been an hour's work in Salem."
George Cleveland, Captain's Mate, Nagasaki, 1801

SET # 3

Commodore Perry: "Why do you not allow commerce? Commerce has to do with the things which a nation has and with what it lacks; it is a source of great profit and now flourishes between the countries of the world night and day. It brings great wealth to each country. If you open your country to commerce it will bring you great profit and will surely be to your advantage."

Lord Rector: "However much commerce has to do with what a nation has or lacks and would therefore be to its advantage, our country since the beginning has found the things which it produces to be sufficient for its own needs. We are not discontented at being without the products of other countries. . . You say that your principal purpose in coming was to have greater value placed on human life and to have help given ships. You have attained your purpose. Now, commerce has to do with profits, but has it anything to do with human life? Is it not enough that you have gained what you sought?"

Conversation recorded by the Japanese at negotions
March 8, 1854

SET # 4

"The Japanese are, undoubtedly, like the Chinese, a very imitative, adaptive and compliant people, and in these characteristics may be discovered a promise of the comparatively easy introduction of foreign customs and habits, if not of the nobler principles and better life of higher civilization."

Commodore Matthew C. Perry
Report on the 1853-54 mission

"I am therefore convinced that our policy should be to stake everything on the present opportunity, to conclude friendly alliances, to send ships to foreign countries everywhere and conduct trade, to copy foreigners where they are at their best and so repair our own shortcomings, to foster our national strength and complete our armaments, and so gradually subject the foreigners to our influence until in the end all countries of the world know the blessings of perfect tranquility and our hegemony is acknowledged throughout the globe."

Hotta Masayoshi, 1857
Senior Councillor of the Bakufu

SET # 5

"Indeed, every ordinary want and necessity was neatly and commodiously provided for by the Japanese. The whole was new and fresh . . . (The open-fronted shops around the courtyard were filled with lacquerware:) black and gold, gilded . . . in value from fifty cents to two hundred dollars . . . There was also a small collection of silks and porcelain . . . It has become our habit to compare purchases each evening (to see who got the best price.)"

Dr. William Maxwell Wood
Physician on Harris' ship, 1856

"Most officials are . . in the city trying to buy watches and woolen material and velvet, . . People are purchasing things by twos and threes, even by fours and fives, so that they may sell them upon their return home. They dash around looking for the cheapest store. (but later on he writes) some connoisseurs are spending as much as one hundred or even two hundred dollars on one item."

Tamamushi Sadayu Yasushige
Envoy, 1860 Embassy to U. S.

Lesson #3

Objective: Students will be able to identify Japanese and American values - how they compare with values 100 years ago and how they affect current trade issues.

Motivation: The class will view a movie on contemporary Japan.

Strategies: The teacher will ask the class to look for the values in the movie which has been produced by the Japanese. What is seen in the cities and rural areas? How do the Japanese present their economy? What seems to be left out? After viewing the film, small groups will list the values seen in the film. They will identify those values that were present in the 1800's and those which appear to have developed recently. The groups will share their lists with the entire class.

Materials: "Japan - an Overview" Color 28 min. (1981) 16 mm film #880 available from the Japan Consulate. It gives a geographic explanation of Japan's current position in world trade, and shows scences of agriculture, industry and the political system.

Evaluation: Students will choose one value of the Japanese people and in one or two paragraphs tell how that value has affected Japanese-American trade.

From here the class will go on to explore specific trade issues currently causing problems between the United States and Japan.